DOCUMENT RESUME

ED 024 298 FL 001 015

By- Grittner, Frank, Ed.

Russian Curriculum Guide 9-12; Basic Content Objectives for the Senior High School Russian Program and Other Topics Related to the Establishment of the Articulated Program.

Spons Agency- Wisconsin State Dept. of Public Instruction, Madison.

Pub Date [68]

Note- 41p.

EDRS Price MF-$0.25 HC-$2.15

Descriptors- Articulation (Program), *Course Objectives, Cultural Context, Grammar, *Language Learning Levels, Language Programs, Language Skills, *Russian, *Secondary Schools, Second Language Learning, *State Curriculum Guides

A preliminary set of content objectives for a 4-year Russian program for Wisconsin secondary schools is delin"ated in this curriculum guide. Trends in the high school study of Russian are discussed briefly, and the skills and concepts necessary for communication are spelled out. Major attention is given to the skill and content tables which chart desired student progress in the areas of Russian phonology, morphology, syntax, vocabulary, and culture for levels 1-4. For similar guides for German, French, and Spanish, see FL 000 643, FL 001 013, and FL 001 014 respectively. (AF)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 024298

RUSSIAN curriculum guidelines

РУССКИЙ ЯЗЫК

preliminary edition

FL 001015

RUSSIAN CURRICULUM GUIDE 9-12

Basic Content Objectives for the Senior High School Russian Program and Other Topics Related to the Establishment of an Articulated Program

William C. Kahl, State Superintendent
Wisconsin Department of Public Instruction
Madison, Wisconsin 53702

FOREWORD

For the past two years a dedicated group of Russian teachers and scholars has been struggling with the problem of specifying those language skills and related areas of knowledge which are needed for communicating in Russian. The Russian Guide - like the sister publications in French, German and Spanish - has as its basic purpose the identification of those minimal essentials which the high school student must master if he is to perform adequately in the language. Each of the foreign language curriculum committees agreed that, in addition to the acquisition of the four skills (listening, speaking, reading, and writing), the learning of a second language also involves an understanding of certain basic concepts about how a language functions. Further it was agreed that the relevant skills and concepts could best be identified under the headings of phonology, morphology, syntax, vocabulary, and culture. Finally, it was concluded that the content identified in this bulletin can be adequately learned by a majority of high school students if they are able to complete a full four-year sequence. If fewer than four years are available, one must expect something far less than the achievement of functional control of the Russian language. Therefore, it is strongly urged that the study of Russian begin in grade 9 or earlier, and that the student be made aware of the importance of continuing his study of that language for a full four years or more.

It is hoped that this publication will lead to the establishment of many new Russian programs in the state of Wisconsin and that it will prompt all concerned to re-examine the comprehensiveness and soundness of existing courses of study.

To the many educators who have so zealously worked to prepare this publication, the Wisconsin State Department of Public Instruction expresses deep appreciation.

Frank M. Grittner, Supervisor

Modern Foreign Languages

P R E F A C E

I

Russian, like English, French, German and Spanish, belongs to the Indo-European family of languages and thus shares with them many common features. Although written in the Cyrillic alphabet, it can be mastered easily by the average student. The study of Russian affords an intellectual experience similar to that encountered in the study of any other European language. With the ever-increasing role that the Soviet Union has come to play in world affairs, the Russian language has assumed a position of indisputable importance.

The cultural heritage of the Russian people, as expressed in their literature, music and art, is considered to be among the world's most important and influential. In addition, there are many critical areas, especially scientific and technical, in which Russian is an invaluable asset. Thus, the need for the study of Russian stem directly from the need to know and learn of this rich and

vital culture. And the key to this knowledge and understanding is the Russian language itself.

II

The proposal of the Wisconsin Chapter of the American Association of Teachers of Slavic and East European Languages (AATSEEL) at its meeting in March 1966 to establish a committee for closer co-ordination in Russian instruction between Wisconsin secondary schools and colleges was unanimously accepted by the membership and further encouraged by the support of the State of Wisconsin Department of Public Instruction through its Foreign Language Supervisor, Mr. Frank Grittner.

Circumstances during the past two years have forced changes in committee membership, but we cannot overlook the assistance offered by:

Natalie Metenkanich	Formerly of Wisconsin State University, Whitewater
Joyce Schneider	Formerly of West High School, Madison
Dean Thorne	Formerly of West High School, Madison
Olga Zingale	Extension Division, University of Wisconsin, Madison

and recent members:

Nicholas Berkoff	Department of Slavic, University of Wisconsin, Madison
Edwin Kulawiec	Department of Slavic, University of Wisconsin, Madison
Seán Morris	Department of Slavic, University of Wisconsin, Madison

Faculty members of the Department of Slavic Languages at the University of Wisconsin, Madison, and correspondents in Wisconsin have also offered valuable suggestions and assistance at numerous stages throughout the 1966-1968 period.

Co-ordinating Committee:

Lydia Kalaida, chairman	Department of Slavic, University of Wisconsin, Madison
Kenneth Pawlowski, secretary	Department of Slavic, University of Wisconsin, Madison
Raymond Hoffman	Wauwatosa Public Schools, Wauwatosa
Sister Dorothy Nalewajko	St. Catherine's High School, Racine
Walter Pyskir	Wauwatosa Public Schools, Wauwatosa
Susanna Semeniak	Wauwatosa Public Schools, Wauwatosa

C O N T E N T S

Introduction 1

Essentials for Communication 6

Four-Year Sequence 8
Level (Year) One 9
Level (Year) Two 16
Level (Year) Three 22
Level (Year) Four 25

Appendices
A. Texts 29
B. Readers 30
C. Films 32
D. Book Stores 32

I N T R O D U C T I O N

The basic purpose of the Guidelines is to provide a unified four-year Russian program at the secondary level within the State of Wisconsin. It is important that the teachers agree upon the basic objectives and contents of the Russian curriculum. Such agreement is necessary for the welfare of the student and would also provide state colleges and universities with a basis for placing incoming students. Due to the mobility of students throughout the state, this would mean uniformity and fluidity among various schools and systems as to material covered.

The curriculum guide is primarily concerned with developing the four basic skills: listening, speaking, reading and writing. The guide provides suggested cultural topics which should be integrated with the development of these skills. The study of Russian contributes significantly to a student's understanding of the world and to a greater appreciation and knowledge of his own culture. To benefit fully from his study of this very important and widely spoken language, a student must acquire reasonable proficiency in these basic language skills.

The whole approach of the Guidelines is realistic and practical. It is divided into four years of study with definite yearly goals and objectives, and the teacher is able to see which materials should be covered during a given year. The subject-matter is presented in order of difficulty, thus giving a systematic and logical approach to teaching.

School systems which do not have a Russian-language program should be encouraged to start one. It is much easier to begin a new program when presented with definite guidelines and suggested materials.

There is impressive evidence that the teaching of Russian in American schools has increased considerably in the last decade. Since the day America first heard of Sputnik, the number of colleges and universities offering Russian has grown from 173 in 1956-57 to a reliably estimated 600 in 1965.

In our own state,, at the University of Wisconsin, the number of graduate students and staff of the Slavic De-

partment lists over 600 registrations each semester.

The study of Russian at the secondary level in the United States has shown the same type of increase. In the 1955-56 school-year only 9 secondary schools were offering Russian; by the spring of 1958 the number rose to 18; by 1960 to 150; and the AATSEEL survey conducted in the fall of 1966 by Professor Victor Terras of the University of Wisconsin, Madison, shows that 516 secondary schools were offering Russian. This survey further shows that 24,406 students were enrolled in these courses, an increase of 577 over the MLA totals of 1964.

In the 1967-68 academic year 15 high schools in Wisconsin are offering Russian courses. There are 685 students enrolled in Russian at these schools, an increase of 294 over the 1964 totals. Fifteen faculty members are involved either full- or part-time in these programs.*

*Statistical information taken from: Albert Parry, America Learns Russian (Syracuse, N. Y., 1967); Victor Terras, "A Survey of the Teaching of Russian in the US, Fall 1966, Part II: Secondary Schools," The Slavic and East European Journal (Winter 1967), pp. 450-463; and committee research.

The Guidelines does not advocate one methodology. For general and specific methodological problems the teacher should consult the following:

> any of the books on the subject, such as Nelson Brooks, Language and Language Learning (2nd ed.; New York, 1964); Robert Lado, Language Teaching: A Scientific Approach (New York, 1964); Ludmilla Turkevich, Methods of Teaching Russian (Princeton, N. J., 1967); pedagogical articles in such journals as Foreign Language Annals (FLA); The Modern Language Journal (MLJ); Педагогический журнал (Michigan State); Русский язык в школе (USSR); Русский язык за рубежом (USSR); The Slavic and East European Journal (SEEJ); and teacher's manuals accompanying various textbooks.**

The methods used by the authors of the Guidelines in their own teaching cover a large range, including the "traditional" method, the direct method, the audio-lingual method and all these with various modifications, both with and

**For further sources see the bibliography compiled by Donald C. Ryberg, of the College of Education and the University High School at the University of Minnesota, in the supplement to the AATSEEL Newsletter (Series 9, No. 5; March 1968).

without language laboratories. The list of materials and text provided is only meant to indicate some textbooks and teaching supplements used with success by the members of the committee over a period of several years and available at the time of publication of this guide. Therefore, it is hoped that the Guidelines will be of use to all high-school teachers of Russian regardless of methodological persuasion or choice of teaching media.

SKILLS and CONCEPTS	PHONOLOGY	
LISTENING, The ability	to hear all the meaningful sound contrasts of the foreign language when it is spoken at a normal rate in complete utterances	
SPEAKING, The ability	to produce all the significant sounds and intonation patterns of the foreign language in a manner acceptable to native speakers	
READING, The ability	to associate the appropriate graphic symbols with the sounds for which they stand	
WRITING, The ability	to spell the graphic symbols which stand for the sounds of the language	
CONCEPT, The ability	to understand the relationship between sound symbols and written symbols (i.e. "phonemes" versus "graphemes")	

	MORPHOLOGY	SYNTAX
	to hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances	to hear the foreign language without being confused by syntactical arrangements
	to express one's ideas orally using appropriate grammatical forms	to express one's ideas orally using word order which is characteristic of the spoken language
	to draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure	to read directly in the foreign language without being confused by syntactical arrangements
	to express one's ideas in writing using the appropriate grammatical forms	to express one's ideas in writing using the appropriate word order of the foreign language
	to understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning	to understand how the foreign language uses variations in word order to express meaning

F O U R - Y E A R S E Q U E N C E

Level (Year) One
Listening 9
Speaking 11
Reading 12
Writing 12
General Remarks 13

Level (Year) Two
Listening 16
Speaking 16
Reading 18
Writing 18
General Remarks 19

Level (Year) Three
Listening 22
Speaking 22
Reading 22
Writing 22
General Remarks 24

Level (Year) Four
Listening 25
Speaking 25
Reading 26
Writing 26
General Remarks 27, 28

	PHONOLOGY	MORPHOLOGY
LISTENING	Sounds unfamiliar to English (represented by **ы**, **х**, etc.)	Personal pronouns (singular and plural) in all cases
	Palatalized and non-palatalized consonants	Relative pronoun
	Voiced and voiceless consonants	Interrogative pronouns **кто**, **что**
	Stressed and unstressed **е**	Conjunctions
	Recognition of prepositions as separate entities (for example: **с**, **в**, **к**)	Numbers 1-1000 in the nominative
		Genitive with time and age expressions (hour, half- and quarter-hour)
		Absence of the present tense of **быть**
		Absence of definite and indefinite articles
		Imperative of verbs used in the classroom
		Past, present and future imperfective
		Imperfective and perfective forms of verbs
		Imperfective and perfective verbs of motion
		First and second conjugations and irregular verbs (**есть**, **быть**, **мочь**, **хотеть**)
		Reflexive verbs and reflexive pronoun **себя**

	MORPHOLOGY (Continued)	SYNTAX	
Listening (Continued)	Recognition of nouns of nationality Demonstrative and possessive pronouns in the singular Indeclinable words such as: **пальто**, **метро**, **моссе**	Normal word order Position of **не** and **нет** Position of adverb (usually before verb) Position of **ли** with verb, noun and pronoun	
	Agreement of nominative-case subject and verb Agreement of noun and adjective in gender, number and case Use of **не**, **нет** and the double negative Prepositions and the cases required Impersonal expressions **Надо** and **нужно** with the dative and infinitive Adverbs of quantity (**мало**, **много** [foods and other mass substances take the genitive singular])		

	PHONOLOGY	MORPHOLOGY	SYNTAX
Speaking	Stressed and unstressed sounds represented by о, е, а, я Ability to produce ж, ч, ц, ш, щ, ы Voiced and voiceless consonants Word stress Palatalized and non-palatalized consonants Intonation and rhythm in statements, questions and commands	Same as above, plus: Agreement of adjective with noun in gender, number and case only in the singular	

	PHONOLOGY	MORPHOLOGY	SYNTAX	
Reading	Distinction between the vowels which indicate palatalization and non-palatalization of the preceding consonant (for example: а/я, у/ю, etc.) Voiced and voiceless consonants Pronunciation of г (the difference between его and год) Word stress Intonation Stressed and unstressed о, е, а, я Recognition of Russian letters similar to English	Same as above	Word order in questions and commands Word emphasis in sentences	
Writing	Capitalization Alphabet and sounds Distinction between the vowels which indicate palatalization and non-palatalization of the preceding consonant (for example: а/я, у/ю, etc.) Non-capitalization of nationality noun and adjective	Same as above, plus: Ability to use all the cases in the singular	Normal word order	

	PHONOLOGY	MORPHOLOGY	SYNTAX
Writing (Continued)	The letters ю, я, э, ы are not written after г, к, х, ж, ч, ц, ш, щ; except ы after ц. Unstressed о and е after ж, ч, ц, ш, щ		
General Remarks	Russian and English differ in graphic symbols for most vowels and consonants; both have like symbols for some sounds. Russian has many sounds and graphic symbols completely foreign to English.	Adjectives agree with nouns in gender, number and case. Verbs agree with nouns and pronouns in the nominative case. Each case has specific functions. Pronouns represent nouns (animate and inanimate) according to the gender of the noun.	Normal and inverted word order express the same content (for the most part) but may shift emphasis

	VOCABULARY		
Listening	600-800 words and expressions	In the context of the topics or u its: greetings leave-taking terms numbers colors clothing clock time calendar time school house family body professions common foods weather classroom conversation Nouns, verbs and adjectives pertaining to these topics as well as: personal pronouns (singular and plural) all cases in the singular verbs (first and second conjugations, including actual and habitual verbs of motion; imperfective past, present and future)	
Speaking	500 words and expressions		
Reading	800-1000 words and expressions		
Writing	500 words and expressions		
General Remarks	In spoken and written form words make up a language. In that language one must grasp their meaning, isolated or in context, without conscious reference to English.		

CULTURE

Introduction to Russian culture should be an integral part of teaching Russian, but should not take the place of teaching the language. The environment of the classroom, Russian books, magazines, tapes, films, records, pictures should stimulate the students' interest in and learning about:

- Russian names
- forms of address
- courtesy patterns
- regional costumes
- time
- Russian houses
- typical foods
- republics
- rhymes
- songs and music
- Russian holidays (old and new)
- Russian school-day and school-year
- Russia and the Soviet Union.

Cultural items are an integral part of a language. In listening or reading the language one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms within the students' limited knowledge.

	PHONOLOGY	MORPHOLOGY
Listening	Rhythm and melody of sentences Intonation and phraseology	Demonstrative and possessive pronouns in all cases of the plural Formation of adverbs from adjectives Verbs of motion (actual and habitual) with prefixes and prepositions Perfective and imperfective verbs Conjugation of irregular verbs and verbs in <u>-ся</u> Short form of adjectives Imperatives More time expressions
Speaking	Production of all sounds in Russian words and words adopted into Russian Rhythm and melody of sentences Accent in all types of words	Same as above, <u>plus</u>: Declension of nouns, adjectives and pronouns in the plural Future of perfective verbs

MORPHOLOGY (Continued)	SYNTAX
Должен with nominative subject and infinitive Simple and compound comparative degree of adjective and adverb Cardinal and ordinal numbers	Sentence structure in Russian is not rigid: verb may precede or follow the subject Adverbial and prepositional phrases Infinitive after **мочь**, **хотеть**, **любить** Particles **-нибудь** and **-то** and negation

Adjectives used as nouns

Age expressions with the dative

Nominative, genitive and prepositional with dates (1-1000)

Subjunctive mood

	PHONOLOGY	MORPHOLOGY	SYNTAX	
Reading	Association of all Russian sounds with the correct graphic symbols (spelling rules and non-declinables) Developing a fluent pronunciation technique Foreign words Assimilation of the prepositions **в**, **с**, **к** with noun, pronoun or adjective	Same as above, <u>plus</u>: Ability to recognize and use all adjectives, nouns and pronouns in all cases of the singular and plural Perfective and imperfective verbs Irregular verbs		
Writing	Association of all Russian graphic symbols with sounds Developing a spelling technique Capitalization of polite "you" in correspondence	Same as above		

	PHONOLOGY	MORPHOLOGY	SYNTAX	
General Remarks	Russian spelling is much more regular than English. Russian naturalizes some words from other languages (for example: **тенис** /t'én'is/) and unnaturalizes foreign words in native speech (/tén'is/).	Verbs agree with the nominative case of pronouns in past, present and future; except the genitive of absence. Prepositions require different cases Nouns and pronouns in different cases have different uses in a sentence Verbs of learning, studying and teaching and the cases governed by them		

	VOCABULARY	
Listening	800-1000 words and expressions above Level One	In the context of the topics or units: daily routine telephoning shopping post office restaurant community transportation landscape travel animals holidays biographies cities (Russian, American) introduction to history and geography Vocabulary should include: use of imperfective and perfective verbs of motion; adjectives, nouns and pronouns in all cases of the plural and singular cardinal and ordinal numbers (genitive plural introduced at Level One)
Speaking	700 words and expressions above Level One	
Reading	1000-1200 words and expressions above Level One	
Writing	700 words and expressions above Level One	
General Remarks	Words and expressions in Russian may or may not be related to English. Vocabulary is influenced by historical background, social customs and other factors.	

	CULTURE	
	Visual and audio stimuli as well as the topics of vocabulary study should suggest the following cultural items for study: Russian restaurants shopping in a Russian city places in the Soviet Union: republics 5-8 rivers 10-15 cities holidays, festivals, fairs folklore proverbs music, popular and classical highlights of economy, industry and current events In Listening, Speaking and Writing cultural patterns are not obvious and must be pointed out.	

	PHONOLOGY	MORPHOLOGY
Listening	A brief comment on the difference between standard Russian and existing dialects: not all Russian-speaking people pronounce sounds alike; Moscow Russian is understood by all Russian-speaking people. Increased length and speed of utterances	Know all declensions (singular and plural) of regular and irregular nouns, pronouns and adjectives Simple and compound superlatives Conditional and subjunctive Know formation of actual and habitual (determinate and indeterminate) verbs of motion with prefixes and prepositions Perfective and imperfective verbs with prefixes
Speaking	Improving pronunciation with increase in fluency of utterances; greater awareness of minute pronunciation differences	
Reading	Improve reading skill with increase in fluency and expression	Same as above, <u>plus</u>: Translation of participles
Writing	Improve composition with attention to individual needs	Same as above, but exclude participles and diminutives

MORPHOLOGY (Continued)	SYNTAX
Declension of all Russian names, surnames and patronymics Diminutives Impersonal verbs	Double negative Position of adverb in relation with adjectives, verbs and other adverbs Position of adjectives (predicate and attributive) with reference to short form Review subordinate conjunctions <u>что</u>, <u>чтобы</u>, <u>потому что</u> Review coordinating conjunctions <u>и</u>, <u>да</u>, <u>ни</u>
Know use of short-form adjectives Use of <u>сам</u>, <u>самый</u>; review of <u>свой</u>, <u>себя</u> Recognition of adverbial participle (gerund) and adjectival participles (when heard) Review agreement between noun and verb in all three tenses with specific reference to numerals one through five	
	Same as above, <u>plus</u>: Participial and extended use of adjectival constructions (for example: <u>прочитан</u>, <u>написан</u>)
	Same as above, but exclude participles

	VOCABULARY	CULTURE	
General Remarks	Increase in vocabulary cannot be stated in figures. Passive vocabulary will, of course, be larger than active vocabulary. Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading and writing practice.	Cultural items should include a general discussion of: government educational system recreation highlights of history Russian influence in America geography of the Soviet Union. The cultural study is done mainly in Russian with some supplementary reading in English. Russian culture must be evaluated objectively and on its own merits.	

	PHONOLOGY	MORPHOLOGY	SYNTAX
Listening	Improving the recognition of literary variations in the language in phrasing, rhythm, intonation and word forms	Review nouns of common gender (for example: Он умница; она доктор; она молодец) Anticipatory pronouns and adverbs (так, как; то, что) Compound conjunctions (such as: для того, чтобы)	
Speaking	Continued stress on good pronunciation with attention to individual problems	Participles used as nouns Active and passive participles Substitutions for passives and conditional Forms of negation Subjunctive and conditional in all uses Emphasize adverbial participle (gerund). Use of particles (же, бы)	

	PHONOLOGY	MORPHOLOGY	SYNTAX	
Reading	Improve reading skill with increase in fluency	Formation of nouns and adjectives from the category of nouns of nationality (**Москва**, **москвич**, **московский**) Subjunctive and Conditional Indirect discourse Review negation; emphasize difference between **никогда**/ **некогдо**, etc. Passive voice and substitutes (with **который**)		
Writing	Improve writing skill Punctuation Hyphenation Quotation marks	Passive voice and substitutes Subjunctive and conditional Indirect discourse Participles Forms of negation		

	PHONCLOGY	MORPHOLOGY	SYNTAX
General Remarks	Poetic and literary forms of the language may differ from every-day spoken and written Russian. Russian has a highly consistent use of commas.		

	VOCABULARY	CULTURE
General Remarks	The amount of active and passive vocabulary is a matter of the student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics giving the student the opportunity to communicate. The choice of literary works is up to the teacher but should be based on the ability, interest and maturity of the students and should develop in them a sensitivity to the differences between spoken and written vocabulary. A written vocabulary appropriate to the occasion should be learned.	The increased ability of the students to communicate in Russian, to read newspapers and works of literature (with the aid of a dictionary) makes it possible to let them gain and appreciate an understanding of Russian contributions to: literature geography history painting architecture dramatic arts music sciences social sciences Current events are listened to, viewed, discussed, read and written about. Books, periodicals, tapes, films, slides, records, pictures are source-materials used directly by the students. The choice of these materials is up to the teacher who must consider the age, maturity, ability and interest of the students.

A P P E N D I C E S

[Note: The texts and readers listed below are only those that have been used and recommended by members of the Co-ordinating Committee.]

APPENDIX A: Texts

Level (Year) One

A-LM. Russian, Level I
Doherty and Markus. First Course in Russian, I
Fayer, M. Basic Russian, I

Level (Year) Two

A-LM. Russian, Level II
Doherty and Markus. First Course in Russian, II
Fayer, M. Basic Russian, II

Level (Year) Three

A-LM. Russian, Level III
Dawson, C. and A. Humesky. Modern Russian, I
Doherty and Markus. First Course in Russian, III
Khavronina, S. Russian As We Speak It
Maltzoff, N. Russian Conversation for Beginners
Maltzoff, N. Russian Reading and Conversation
Stilman, G. and W. Harkins. Introductory Russian Grammar

Level (Year) Four

A-LM. Russian, Level IV

Dawson, C. and A. Humesky. Modern Russian, II

Maltzoff, N. Advanced Conversational Russian

Stilman, G. and W. Harkins. Introductory Russian Grammar

Stilman, L. Verbs of Motion

APPENDIX B: Readers

Level (Year) One

Bond and Bobrinskoy. Graded Russian Readers,

No. 1: Lermontov, Taman

Pargment, L. Beginner's Russian Reader

Level (Year) Two

Bond and Bobrinskoy. Graded Russian Readers,

No. 2: Pushkin, The Station Master

No. 3: Lermontov, Bela

No. 4: Turgenev, A Sportsman's Sketches

No. 5: Turgenev, A Provincial Lady

Pargment, L. Beginner's Russian Reader

Level (Year) Three

Autumn Tale [a Soviet publication]

Bobrinskoy, T. and I. Gsovskaya. The Golden Age of Russian Literature

Bondar, D., ed. Selection of Humorous Stories by Chekhov

Josselson, H. and Parker. From Pushkin to Pasternak

Комета--Scholastic Magazine [published in Dayton, Ohio]

Pargment, L. Beginner's Russian Reader

Turkevich, L. and V. Bill. Graded Readers,

Gorky, Chelkash

Novoselova, Zinochka

Paustovsky, The Rabbit's Paw

Sholokhov, The Fate of a Man

Turgenev, First Love

Level (Year) Four

Bondar, D., ed. Pushkin, The Queen of Spades

Domar, R. Stories from Крокодил

Gibian, G. and Samilov. Modern Russian Short Stories

Josselson, H. and Parker. From Pushkin to Pasternak

APPENDIX C: Films

See: "Films for the Russian Class"; "How to Use a Foreign Language Film" and films listed in Voice of the Wisconsin Foreign Language Teacher, (Russian Section), Vol. 8, No. 1 (Winter 1968).

APPENDIX D: Book Stores

Cross World Books and Periodicals
333 South Wacker Drive
Chicago, Illinois 60606

Four Continent Book Corporation
156 Fifth Avenue
New York, New York 10010

The Russian Book House
277 Fairfield Avenue
Bridgeport, Connecticut 06603

Russian Language Specialties
Box 4546
Chicago, Illinois 60680

Schoenhof's Slavic Books, Incorporated
1280 Massachusetts Avenue
Cambridge, Massachusetts 02125

Slavonic Bazaar
Suite 101
77 Plaza
Bridgeport, Connecticut 06603

Stechert-Hafner, Incorporated
31 East Tenth Street
New York, New York 10003

Victor Kamkin
1410 Columbia Road, N. W.
Washington, D. C. 20009

Znanie Bookstore
5237 Geary Blvd.
San Francisco, California 94118